

# *No Child Left Behind*

## The Maine Plan For Highly Qualified Teachers 2006-2007

Maine Department of Education

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## *What is No Child Left Behind?*

- The *No Child Left Behind Act of 2001* (NCLB) was designed to improve student achievement and change the culture of schools.
- This new Federal law amended the *Elementary and Secondary Education Act* (ESEA) of 1965.
- ESEA promotes academic excellence, enhanced educational opportunities and equity for all America's children and families and improvement in the quality of teaching and learning.

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## *NCLB is Built on Four Pillars:*

- Accountability for results
- Doing what works based on scientific research
- Expanded parental options
- Expanded local control and flexibility

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## What are the implications for states, districts, and schools?

- Increased reporting requirements that affect states, districts and schools.
- States define adequate yearly progress (AYP) in schools for student achievement.
- Schools identified as “in need of improvement” if no AYP for 2 consecutive years.
- “In need of improvement” schools adhere to additional review, reporting, and monitoring requirements.

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## What Does No Child Left Behind Say About Teacher Qualifications?

- Emphasis is on teacher quality as a key factor in student achievement.
- Emphasis on academic content in teacher preparation, induction, and professional development.
- States develop plans with annual measurable objectives to ensure that all teachers in core academic subjects are “highly qualified” by the end of the 2005-2006 school year.

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## The “Highly Qualified” Teacher

- “Highly Qualified” is a specific term defined in NCLB.
- To satisfy the federal definition of “Highly Qualified,” teachers must:
  - Have at least a Bachelor’s degree; and
  - Have valid state certification for which no requirements have been waived (i.e. provisional, professional or master teacher certification; and
  - Demonstrate content knowledge in core academic subject(s) taught.

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## What is “full certification?”

- In Maine, full certification for “highly qualified” means:
  - Provisional certification,
  - Professional certification, or
  - Master Teacher certification.
- Teachers holding a conditional or target needs certificate, or transitional endorsements are not fully certified.

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## What are the Core Academic Subjects?

- NCLB’s core academic subjects:
  - English, Reading or Language Arts
  - Mathematics
  - Science: General Science, Life Science, Physical Science
  - Social Studies: History, Civics/Government, Economics, Geography
  - Foreign Language
  - Visual and Performing Arts

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## Who Must Satisfy the Federal Definition of a “Highly Qualified” Teacher? Any Public school teacher who teaches core academic subjects

- Elementary Teachers (self-contained, all elementary subjects)
- Elementary Specialists (core subject; i.e., reading)
- Middle and Secondary Teachers in core academic subjects (teaching departmentalized classes)
- Special Education, Alternative Education and ESL Teachers who provide direct instruction in one or more core academic subjects.
- Visual and Performing Arts Teachers
- Foreign Language Teachers

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## Highly Qualified Special Education Teachers Providing Direct Content Instruction

- Elementary Special Education teachers (including those in self-contained classes in grades 5-8) must satisfy the federal definition of a Highly Qualified Teacher at the elementary level.
- Middle (departmentalized) and secondary Special Education teachers must satisfy the definition based on the grade level of the curriculum, and the standards their students are assessed by. This may mean satisfying elementary, middle and/or secondary levels.

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After August 31, 2006, according to new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- special education teachers teaching multiple subjects (who, if they are new to the profession and highly qualified in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years); and
- teachers who come to the United States from other countries to teach on a temporary basis will also be eligible to use HOUSSE.

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After August 31, 2006, according to new guidance from the United States Department of Education, the allowed uses of HOUSSE procedures will be as follows for teachers hired after the end of the 2005-06 school year:

- secondary school teachers teaching multiple subjects in eligible rural schools (if highly qualified in at least one subject at the time of hire) may use HOUSSE, or other approved methods, to demonstrate competence in additional subjects within three years. Eligible rural schools are those classified as “rural small schools” and are REAP-Flex eligible under NCLB. The list of these schools in Maine can be found at [http://www.maine.gov/education/nclb/reap/small\\_rural/srshome.htm](http://www.maine.gov/education/nclb/reap/small_rural/srshome.htm)

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## Highly Qualified ESL Teachers Providing Direct Content Instruction

- Elementary ESL teachers must satisfy the federal definition of a Highly Qualified Teacher at the elementary level if delivering core academic content.
- Middle and Secondary ESL teachers must satisfy the definition based on the grade level of the curriculum, and the standards their students are assessed by. This may mean satisfying elementary, middle and/or secondary levels.

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## Exempt from the “Highly Qualified” Requirement

- These teachers are exempt unless teaching a core academic subject – in which case the teacher must be “Highly Qualified” in that subject
- Teachers who provide instruction in:
  - Health and Physical Education
  - Industrial Technology
  - Gifted and Talented
  - Business and Technology
  - Vocational Education
  - Career Education, Family, Consumer Science and Life Skills (Practical Arts)
- Education Services Personnel (i.e., speech teachers, guidance counselors, child study team members, librarians, nurses, career educators, vocational teachers, occupational and physical therapists)

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What does *demonstrate subject matter competency in the core academic subject* mean?

### Elementary

- For elementary teachers this means demonstrating knowledge in four core areas – Reading or English/Language Arts, mathematics, science, and social studies.
- For elementary specialists, i.e., reading, literacy, this means demonstrating knowledge in the core area only.

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What does *demonstrate subject matter competency in the core academic subject* mean?

**Middle and Secondary**

- Teachers must demonstrate that they are competent in EACH core academic subject they are assigned to teach
- For Middle and Secondary (departmentalized) teachers this means breadth and depth of knowledge in the core academic subject taught (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts, and foreign languages)

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What does *demonstrate subject matter competency in the core academic subject* mean?

**K-12, ESL, Bilingual, Alternative Education, Foreign Languages and The Arts**

- Teachers must demonstrate that they are competent in EACH core academic subject they teach.
- For secondary and K-12 ESL, Bilingual, Alternative Education, Foreign Language and the Arts teachers this means demonstrating breadth and depth of knowledge in the appropriate subject matter (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts, and foreign language).

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**“Highly Qualified” is NOT the same as certified**

Being “Highly Qualified” is not the same as being certified by the State of Maine to teach

- The designation of “highly qualified” is for the specific teaching *assignment*. A teacher is designated as “highly qualified” for a given assignment.
- A teacher may be highly qualified for one assignment but not highly qualified for another.
- A teacher’s certification will not be affected by his or her “Highly Qualified” status.

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## Definitions

- **New Teacher:** First year teacher – new to the profession.
- **Newly Hired Teacher:** Experienced teacher in his or her first year in a new district.
- **Veteran Teacher:**
  - Title I Schools/Programs – One hired before 2002-2003;
  - Non-Title I Schools – One hired before 2005-2006

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## Does this apply to *new* teachers or to *experienced* teachers?

- The qualifications for being "highly qualified" apply to new teachers and to experienced teachers.
- New teachers (teachers hired for the first time after the first day of the 2002-2003 school year) in Title I programs or Title I schools must be "Highly Qualified" for their assignments upon hire.
- Experienced teachers (Title I and ALL non-Title I teachers) must be "highly qualified" by the end of the 2005-2006 school year.

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## How do *new* teachers demonstrate subject matter competency?

- New elementary school teachers can demonstrate subject matter competency by passing a state elementary content test (PRAXIS II).
- New elementary school specialists, i.e., reading or literacy, can demonstrate subject matter competency by holding an advanced degree in the specialization.
- New middle school and secondary teachers can demonstrate subject matter competency through successfully completing an academic major, or a graduate degree, or coursework equivalent to an undergraduate academic major, advanced certification or passing a state content test in each of the core content areas they teach.

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## The Timeline for Compliance

Title I Schools and Programs (school-wide & targeted assistance)	Non-Title I Schools
New and Newly Hired teachers hired after the first day of the 2002-2003 school year must be highly qualified when hired.	New, Newly Hired and Veteran Teachers must be highly qualified by the end of the 2005-2006 school year
Veteran teachers must be highly qualified by the end of the 2005-2006 school year.	

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## How Do Experienced Teachers Demonstrate Subject Matter Competency?

### Elementary Teachers

- Pass Praxis II Elementary Education: Content Knowledge Test OR
- Have an advanced credential in elementary education (i.e., National Board Certification) OR
- Hold an advanced degree in specialized content if assigned only one content, i.e., reading OR
- Document 100 points in at least three columns on the Maine HOSSE Rubric (prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).

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## How Do Experienced Teachers Demonstrate Subject Matter Competency?

### Middle School Teachers (Departmentalized)

- Pass the Praxis II Content Knowledge Test for the subject(s) they teach; OR
- Have an undergraduate major, coursework equivalent to a major (24 cr. hrs.), or graduate degree in the subject(s) they teach; OR
- Hold National Board Certification in their subject(s); OR
- Document 100 points in at least three columns on the Maine HOSSE Rubric in the appropriate content area (prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).

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## How Do Experienced Teachers Demonstrate Subject Matter Competency?

### Secondary Teachers

- Pass Praxis II Content Knowledge Test for the subject(s) they teach; OR
- Have an undergraduate major, coursework equivalent to a major (24 cr. hrs.) or a graduate degree in the subject(s) they teach; OR
- Hold National board Certification in their subject(s); OR
- Document 100 points in at least three columns on the Maine HOSSE Rubric in the appropriate content area (prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).

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## How are Teachers Without Full Certification Affected by “Highly Qualified” Requirements?

- Teachers who hold Conditional or Targeted Needs Certification or Transitional Endorsements must complete the Highly Qualified Teacher Identification Form.
- These teachers must satisfy the “conditions” of their certification requirements prior to moving to Option #1 or Option #2.
- Once the teacher achieves full certification he or she is eligible to demonstrate “Highly Qualified” status.

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## Exceptions: Allowing Teachers Without Full Certification to be Considered “Highly Qualified”

Teachers who are teaching core subjects identified by NCLB but teaching on less than a full certificate (conditional, targeted need, transitional endorsement) may be considered “Highly Qualified” only if:

1. They have a major in the content assigned to teach (24 credit hours) OR coursework equivalent to a major, OR advanced degree in the content, OR pass the PRAXIS II content test  
AND
2. Are enrolled in an alternative route to certification program working toward full certification (still under development in Maine, i.e. \*MARC)  
AND
3. Are provided rigorous and comprehensive support and mentoring by the school or school district.

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## **\*“Alternate Route to Certification” Programs Provide:**

1. high quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction;
2. intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; and
3. that the teacher assumes functions as a teacher for a period not to exceed three years; and
4. demonstrates satisfactory progress toward full certification as prescribed by the State.

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## **2004 IDEA amendments:**

- **\*Provide that special education teachers new to the profession who teach multiple core academic subjects and are highly qualified in mathematics, language arts, or science at the time they are hired, have two additional years after the date of hire to become highly qualified in all other academic subjects they teach, including through use of a HOUSSE.**

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## **\*Career and Technical Education Teachers Team Teaching**

- **If a highly qualified teacher of mathematics and science is collaborating with a career and technical education teacher in the design of the lessons, teaching the mathematics or science concepts and grading the assignments and assessments, the course can be considered as taught by a highly qualified teacher.**

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## Do HQT Requirements Apply to Teachers in Juvenile, Correctional , and other Alternative Educational Settings?

- **\*Yes, if those “Institutions” or “Settings” are either Local Educational Agencies (LEA) under State Law, or under the authority of the State Educational Agency (SEA), per Section 1119 of Title I, Part A.**

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## What is the Maine Plan?

- The Maine Plan provides two options through which experienced teachers can demonstrate that they are "highly qualified."
  - **Option #1:** Academic preparation, advanced degrees, National Board Certification, or testing.
  - **Option #2:** HOUSSE = Prior teaching experience, professional development, service, professional recognition and scholarship (prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).

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## What is Option #1?

- Teachers who meet **ANY ONE** of the following criteria are “Highly Qualified.”
    - Hold an academic major or course work equivalent to an academic major (24 credits) for each content teaching assignment (middle and secondary only) OR
    - Hold an advanced degree in the content teaching assignment (middle and secondary only) OR
    - Hold National Board Certification in the content teaching assignment OR
    - Have passed the appropriate PRAXIS II Content Knowledge Test\*.
- Taking and Passing the appropriate PRAXIS II Content Knowledge Test in another state is acceptable in Maine as applicable to “Highly Qualified” status, but may not meet Maine Certification requirements.

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## What is the equivalent of an academic major?

- For each core academic subject taught by middle or secondary school teachers the coursework equivalent of a major is currently 24 credits. Courses must be in content areas taught.
- For elementary teachers who teach all elementary content areas there is no equivalent to an academic major.
- For elementary specialists, i.e., reading, literacy, a major in the specialization is required.

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## Which standardized tests can be used by experienced teachers?

- PRAXIS II Content Knowledge: Elementary Content and Middle Level Generalist Tests are required for initial certification in 2005 and can be an option for veteran elementary, middle and secondary teachers and for special area teachers, i.e., Art, Foreign Language.
- Foreign language teachers may opt to take the ACTFL Oral Proficiency Interview or the PRXIS II content assessment .

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## What is Option #2?

- Experienced teachers who cannot demonstrate subject matter competency for each assignment through Option #1 can determine whether their prior experience is sufficient to meet the definition of “highly qualified” by using the HOUSSE Rubric.
  - By using the Maine HOUSSE Rubric, experienced teachers document: coursework in the content area; prior teaching experience; professional development; service; professional recognition; and scholarship, thus documenting 100 points in at least three columns on this rubric.
- (prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).

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## What is the HOUSSE?

### High Objective Uniform State Standard of Evaluation

- A system by which each State and LEA can determine that an experienced teacher meets the subject matter competency requirements by NCLB.
- HOUSSE recognizes factors such as the number of years a teacher has taught an academic subject as one element in determining "highly qualified."
- Maine has developed a HOUSSE plan.

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## What kinds of experiences can be used to document subject matter competency in the HOUSSE?

- Years of teaching experience
- College level course work in the content area
- Assessments in the content area
- Professional development activities related to the content area
- Service to the content area
- Awards and scholarship in the content area

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## Remember "Highly Qualified" is NOT the same as certified

### Middle and Secondary

- Teachers must demonstrate that they are competent in EACH core academic subject they are assigned to teach.
- For Middle and Secondary (departmentalized) teachers this means breadth and depth of knowledge in the core academic subject taught (English, reading or language arts, mathematics, science, history, civics and government, geography, and economics).

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## What Must Teachers Report to School or District Officials?

1. Complete "Highly Qualified" Teacher-Identification Form
2. Complete HOUSSE Rubric and attach documentation (if using Option #2, prior to August 31, 2006, except certain exceptions listed on slides 11-12, 29 ).
3. Sign Statement of Assurance Form
4. Submit to School or District Official (Individual forms must be completed for EACH content area the teacher is assigned to teach - one form only for elementary)

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## What must administrators document and report to Maine?

1. Administrators maintain forms at the building or district level of "Highly Qualified" status of all staff affected by NCLB "Highly Qualified" requirements.
2. Forms will be used to compile data about the numbers and categories of highly qualified teachers for school, district and state reports required by NCLB.
3. Administrator report to the state the status of all teachers who teach core academic areas as "highly qualified" or NOT "highly qualified" for their assignments.

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## What do districts need to do?

- Districts report the following data, by school, so the state can complete the Annual State Report Card:
  - Number of teachers teaching under emergency or less than a full certificate (waiver, conditional, targeted need, transitional)
  - Number (& subject for '05-'06 reporting) of core academic classes taught by teachers not meeting the "highly qualified" teacher requirements

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## What reporting do districts with Title I funded schools need to do?

- A district receiving Title I funds must notify the parents of each student attending a Title I school in the district or receiving services in a Title I program informing them of their right to request information on the qualifications of their child's teacher. The information that the district must provide (if requested) includes:\*\*
  - Whether the teacher has met the certification requirements of the state
  - Whether the teacher is teaching under an emergency or other provisional status
  - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline of his or her certificate or degree
  - Whether or not the child is provided service by a paraprofessional, and if so, his or her qualifications.

\*\*This notification requirement DOES NOT apply to non-Title I schools in a district.

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## What reporting will schools that receive Title I funds need to do?

- Schools that receive federal Title I funds must send to each parent the information below.\*\*
  - Timely notice that the child has been assigned or taught for up to four or more consecutive weeks by a teacher who is not "highly qualified."
  - Information about the level of achievement of the child in state assessments.

\*\*This notification requirement DOES NOT apply to non-Title I schools in the district.

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## What reporting will the state be required to do?

- The Annual State Report Card required by NCLB must include the following teacher quality information:
  - Professional qualifications of teachers in the state
  - Percentage of teachers teaching under emergency or provisional credentials
    - (Note the federal government's definition of provisional credential addresses someone who is NOT fully certified. Teachers who hold Maine Provisional Certificates ARE fully certified.)
  - Percentage of core academic classes statewide taught by teachers not meeting the "highly qualified" teacher requirements (in total and broken out by high-poverty and low-poverty school status).

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## What if a teacher does not meet the HQ requirements?

- Teacher certification will not be affected by HQ status.
- Presently, there are no employment consequences.
- No one knows the potential employment consequences, if any, after the August 31 2006\* deadline.
- The law does not state what consequences there will be if a school does employ a teacher who is not Highly Qualified after the deadline.
- Schools are required to provide assurances that they will make every effort to provide and support professional development opportunities to ensure all teachers achieve “Highly Qualified” status.

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## NCLB “HQ” Timeline for 2004

March 2004	“HQ” Introductory Materials, Slide Presentations, FQA, and Teacher Tool Kit mailed to Schools
March-April 2004	Schools provide staff information sessions
April 2004	“HQ” Administrator Toolkit, Materials, Forms, Instructions mailed to Superintendents, Principals, Support Team Chairs
April 2004	DOE conducts 8 Regional Information Sessions
May-June 2004	Teachers self-report “HQ” status locally
July 2004	Schools Report “HQ” data to Maine Department of Education
September 2004	Maine DOE reports state “HQ” data to U.S. DOE
September 2004	Schools notify Title I School/Program parents of right to request information about child’s teacher’s qualifications.

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## Percentage of Core Academic Classes Taught by Highly Qualified Teachers in Maine

	<u>National Average 04-05</u>	<u>Gap</u>	<u>Maine 04-05</u>	<u>Gap</u>	<u>Maine 03-04</u>
All Schools	90.7%	+2.3	93%	+2.9%	90.1%
Elem. High Poverty	89.6%	+3.6	93.2%		N/A
Elem. Low Poverty	94.9%	+1	95.9%		N/A
All Elem. Schools	93%	+1.77	94.77%	+2.17	92.6%
Sec. High Poverty	84.1%	+6.78	90.88%		N/A
Sec. Low Poverty	91.9%	+2.17	94.07%		N/A
All Sec. Schools	89.1%	+3.38	92.48%	+3.38%	89.1%
All Schools High Poverty	86.9%	+5.14	92.04 %	+1.44%	90.6%
All Schools Low Poverty	93.4%	+1.58	94.98%	+3.98%	91%

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### Comparison of Percentage of Classes Taught by Highly Qualified Teachers in High & Low Poverty Schools in Maine

- “All Schools” have .96% more classes taught by H.Q. teachers than “All High Poverty Schools”.
- “All Low Poverty Schools” have 2.94% more classes taught by H.Q. teachers than “All High Poverty Schools”.
- “Secondary Low Poverty Schools” have 3.19% more classes taught by H.Q. teachers than “Secondary High Poverty Schools”.
- “Elementary Low Poverty Schools” have 2.7% more classes taught by H.Q. teachers than “Elementary High Poverty Schools”.

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## The Maine Commitment

- The Maine Department of Education is committed to supporting district and individual efforts to ensure that all teachers in core academic subjects are designated “highly qualified” by the end of \*2005-2006 and will:
  - Provide updated information if and as changes are made at the federal level;
  - Provide training to districts and schools on the use of the Maine HOSSE for identifying Highly Qualified Teachers;
  - Provide support through the department website, offering downloadable forms, frequently asked questions and an email address to facilitate communication with the field.

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\* Aug. '05 Title IIA Non-Regulatory Guidance

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## For additional information contact:

The Maine Department of Education  
(207) 624-6600

or

Visit the U.S. Department of Education for a copy of the “**TOOLKIT FOR TEACHERS**” – Provides straightforward information about NO CHILD LEFT BEHIND and the law’s “Highly Qualified Teacher” provisions in particular.

[www.ed.gov/teachers/nclbguid/index2.html](http://www.ed.gov/teachers/nclbguid/index2.html)

and

[www.ed.gov/programs/teacherqual/guidance.doc](http://www.ed.gov/programs/teacherqual/guidance.doc)

For NCLB Guidance

and

<http://www.state.me.us/education/hqtp>

For Maine’s HQTP guidance and forms

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